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LEADERSHIP ISSUES, CONCERNS, AND COMPETENCIES OF SENIOR LEVEL
STUDENT AFFAIRS PROFESSIONALS: A STUDY OF
A 4 YEAR PUBLIC UNIVERSITY

by
Todd C. Brelsford

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts in Higher Education Administration
of
The Graduate School
at
Rowan University
June 12, 2007

Approved by _____
Dr. Burton R. Sisco

Date Approved June 12, 2007

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ABSTRACT

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LEADERSHIP ISSUES, CONCERNS, AND COMPETENCIES OF SENIOR LEVEL
STUDENT AFFAIRS PROFESSIONALS: A STUDY OF
A 4 YEAR PUBLIC UNIVERSITY

2006/07

Dr. Burton R. Sisco
Master of Arts in Higher Education Administration

The purpose of this study was to analyze the leadership competencies commonly exhibited by selected student affairs professionals at a 4-year public university in the northeast. To have a deeper understanding of leadership within the field of student affairs, issues and concerns were investigated using relevant leadership theories (Eddy & VanDerLinden, 2006). The study sought to close the gap in the literature base by examining a division of student affairs from the director (or equivalent positions) up to the vice president of the division.

Twenty one participants were selected because of their rank of senior level student affairs professionals at Public University. Of these 21 individuals 19 participated in the study. All participants completed Linkage Incorporated's Leadership Assessment Instrument (LAI), and an interview conducted by the researcher.

The findings suggested that selected administrators at Public University employ all five leadership competencies evenly, and their concerns are strongly related to their chosen leadership practice.

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TABLE OF CONTENTS

CHAPTER		PAGE
ONE	INTRODUCTION.....	1
	Statement of the Problem.....	2
	Purpose of the Study.....	3
	Assumptions and Limitations.....	4
	Operational Definitions.....	5
	Research Questions.....	7
	Organization of the Study.....	7
TWO	REVIEW OF THE LITERATURE.....	8
	Current Definitions of Leadership.....	9
	Problems With Assessing Leadership.....	11
	Changing Views of Leadership.....	11
	Different Theories of Leadership.....	14
	Transactional and Transformational Leadership.....	15
	Skills Important for Leaders in Higher Education.....	22
	A Previous Study Performed at Public University.....	23
	Summary of the Literature Review.....	24
THREE	METHODOLOGY.....	27
	Context of the Study.....	27
	Population and Sample.....	28
	Instrumentation.....	29
	Data Collection Procedures.....	33
	Analysis of the Data.....	34
FOUR	FINDINGS.....	36
	Profile of the Sample.....	36
	Research Questions.....	37
	Research Question 1.....	37
	Research Question 2.....	45
	Research Question 3.....	48
	Research Question 4.....	51
FIVE	SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS.....	52

Summary of the Study.....	52
Purpose of the Study.....	53
Methodology.....	54
Data Analysis.....	55
Discussion of the Findings.....	56
Conclusions.....	63
Recommendations for Future Research.....	65
REFERENCES.....	66
APPENDIX A: Leadership Assessment Instrument (LAI).....	68
APPENDIX B: Informed Consent Form.....	77
APPENDIX C: Interview Protocol	79
APPENDIX D: IRB Form.....	82
APPENDIX E: Certification to Work with Human Subjects.....	89
APPENDIX F: Rules and Procedures for Logical Analysis of Written Data.....	91

LIST OF TABLES

TABLE		PAGE
4.1	Gender.....	36
4.2	Number of Years in Position at Time of Data Collection.....	37
4.3	Statistical Analysis of Data Pertaining to the Five Competencies Measured by the LAI.....	39
4.4	Competency 1: Focused Drive Scores Reported by Participants.....	40
4.5	Competency 2: Emotional Intelligence Scores Reported by Participants.....	41
4.6	Competency 3: Trusted Influence Scores Reported by Participants.....	42
4.7	Competency 4: Conceptual Thinking Scores Reported by Participants.....	43
4.8	Competency 5: Systems Thinking Scores Reported by Participants.....	44
4.9	Key Traits and Competencies that Student Affairs Professionals at Public University Feel a Leader Must Have.....	46
4.10	Reported Concerns that Administrators at Public University Have for the Student Affairs Profession.....	49
4.11	Concerns Administrators at Public University Have for Themselves.....	51

CHAPTER ONE

INTRODUCTION

Leadership has been analyzed and written about for over 2000 years and throughout much of this time, it has been perceived as hierarchical in nature with an emphasis placed on control. However in the last two decades new, more democratic forms with entirely different focal points have been emerging (Carducci, Contreras-McGavin, & Kezar, 2006). Leadership is a word that has avoided a precise definition since it was first coined. Part of the reason is that the concept of what constitutes leadership changes so rapidly, traditionally held definitions of leaders and leadership have changed substantially just within the last 10 years.

In today's society, leaders are seen virtually everywhere, in corporations, small businesses, schools, clubs, churches, and colleges and universities, just to name a few. In each situation effective leaders are seen as possessing an array of characteristics that make them either exemplary or ill equipped. Currently there is a gap in the knowledge base of leadership studies that focus on the competencies and characteristics leaders in higher education should have in order to be effective.

Most studies of leadership have examined businesses, government organizations, and the military, while little emphasis has been placed on colleges and universities (Birnbaum, 1988). Inherently such structures are more complex than the average business or military branch because of the unique culture and values present in higher education (Birnbaum, 1988).

Statement of the Problem

Not only is there a gap in the literature base about college and university leadership, there is an even wider and more noticeable gap pertaining to the leadership styles and competencies of student affairs professionals. At institutions around the United States the office, and subsequent division of student affairs, is often the one charged with virtually all non-academic aspects of the student body of the college or university. Responsibilities range from financial aid to tutoring, from registration to residence life. In short, the division of student affairs handles all student matters that are not academic; these matters are generally reserved for the priority of the faculty rather than the administration.

The office of student affairs is usually lead by a Vice President of Student Affairs and an Executive Assistant to the Vice President. Both individuals are responsible for the offices that are directly involved in virtually all non academic facets of the campus that touches college students. At the university selected for this study (henceforth referred to as Public University), the main administrative building that houses the office of student affairs contains no less than 11 student centered departments (Arnott-Cox, 2006).

Because the division of student affairs is the focal point of all student issues on a college or university campus, understanding the dynamics of senior level leadership is important. Investigating the form and function of leadership within student affairs could add to a deeper understanding of those practitioners aspiring to be senior level administrators.

Purpose of the Study

The purpose of this study was to analyze the leadership competencies commonly exhibited by selected student affairs professionals at a 4-year public university in the northeast. To have a deeper understanding of leadership within the field of student affairs, issues and concerns were investigated using relevant leadership theories (Eddy & VanDerLinden, 2006). The study sought to close the gap in the literature base by examining a division of student affairs from the director (or equivalent positions) up to the vice president of the division.

The participants in the study were also asked to report their personal beliefs on what traits effective leaders in student affairs must have in order to best perform their duties as “leaders.” In addition, participants were also asked to report their main concerns regarding the student affairs field within the next five years. This information was assimilated to gain a better understanding of the relationship between leadership traits and competencies, and the participating leader’s concerns.

The vice president for student affairs, accompanying executive assistants, and the departmental directors at Public University were all asked to complete Linkage Incorporated’s *Leadership Assessment Instrument* (LAI), and subsequently interviewed. The results of the interviews were recorded using a tape recorder and field notes and analyzed for common and divergent themes. The completed LAI’s were collected and analyzed using the Statistical Package for Social Sciences (SPSS) computer software program. The participants for this study were all senior level administrators within the division of student affairs at Public University.

Public University is a medium sized public university with approximately 10,000 students. It offers bachelors, masters, and a doctoral degree, as well as various certifications. Private universities and community colleges were not selected for this study given the different methods of student affairs governance. The institution in this study was selected because of its average characteristics in both size and governance.

Assumptions and Limitations

One assumption being made in this study is that all participants consider themselves to be student affairs professionals. Some higher level administrators consider themselves to be more business oriented than people involved with students. Because the Vice President of Student Affairs deals largely with other administrators rather than the student body, he/she may feel far removed from the student population (Mulligan, 2006).

Another assumption is that the institution selected for the study (Public University) has an average office of student affairs including, a Vice President of Student Affairs, an Executive Assistant to the Vice President and only one Dean of Students. Throughout the United States the structure of student affairs governance varies. Some schools may not have all three positions, but rather one or two. Other colleges and universities may have more than one Dean of Students, and no Vice President of Student Affairs. This may be especially true when considering very large private universities or very small community colleges. Therefore, the assumption is that Public University has a relatively average assortment of senior level professionals.

A major limitation of the study is that it was conducted at one public university. In the interest of time, cost and ease of travel, only one institution was selected for the

study. As a result, there is limited generalizability beyond the specific institution in the study.

A further limitation is that data collection took place during the spring 2007 semester, and thus was not representative of past or projected future trends of the leadership exhibited in the field of student affairs in higher education.

Additionally, the study only applies to one public 4-year college. As a result, this study may provide limited useful information to private institutions, and community colleges, even though they make up a significant portion of institutions of higher education.

This study also carries a danger of potential researcher bias since the researcher was employed by the university selected for the study. This could possibly have affected the data collected for the study.

Operational Definitions

1. LAI: Short for Linkage Incorporated's *Leadership Assessment Instrument*.
2. Leader: The individual(s) at the head of each office of student affairs involved in the study, and the Vice President of Student Affairs, and the three Executive Assistants to the Vice President.
3. Leadership: The actions taken that involve the direction of other individuals in the division of student affairs at any given institution, both direct and indirect. In this instance five main competencies are used to examine leadership: Change Management, Coaching/Mentoring, Communication, Negotiation, and Problem Solving.

4. *Leadership Assessment Instrument (LAI)*: The instrument used in this study to examine the competencies exhibited by the participants. The instrument was designed by Linkage Incorporated, based on the work of Warren Bennis.
5. *Leadership Competencies*: The characteristics that leaders involved in the study report on either the survey administered for data collection or in the interview dealing with how they chose to act as a leader. The five competencies considered in the study are as follows: Change Management, Coaching/Mentoring, Communication, Negotiation, and Problem Solving.
6. *Leadership Traits*: Slightly different from leadership competencies in that this term is used to describe the characteristics that participants in the study report they feel are important in shaping who they are as a leader, and are thus separate from the competencies measured by the LAI.
7. *Office of Student Affairs*: The office that is responsible for the entire division of student affairs at Public University.
8. *Personal Interview*: A semi-structured form of research that was used in the study to obtain supplemental information about leadership exhibited by the participating student affairs professionals at Public University. These data were used to augment the findings provided by the LAI, and identify issues and concerns in the student affairs profession.
9. *Public University*: The fictitious name assigned to the institution where the study took place.
10. *Student Affairs Professional*: An individual with the position of either director, vice president of student affairs, executive assistant to the vice president of

student affairs, assistant vice president, or corresponding positions of a different title.

Research Questions

The following research questions guided the study:

1. What leadership competencies are most often exhibited by selected student affairs professionals who work at Public University?
2. What traits do selected leaders in student affairs feel are the most favorable for other leaders to have as well as themselves?
3. What do the selected leaders in student affairs at Public University feel are the most pressing concerns in their profession?
4. How do selected leaders at Public University use their leadership in addressing the identified concerns?

Organization of the Study

Chapter two looks at some of the current literature on leadership styles and competencies in the field of higher education. It also briefly covers how the definitions of leadership have changed over the past 20 years.

Chapter three describes, when, where and how the study was conducted. It includes a description of the survey instrument and questions for the interview that were conducted with various professionals.

Chapter four presents the results of the survey and themes identified in the responses given to interview questions.

Chapter five contains a summary of the study, discussion of the findings, conclusions, and recommendations for further research.

CHAPTER TWO

REVIEW OF THE LITERATURE

Empowerment is the ideal collective effect of leadership (Bennis, 1990). Leaders are those who dedicate themselves to articulating a shared vision, and guiding people towards that vision. The best leaders have not been able to lead their “followers,” but to empower their co-workers (Bennis, 1990). A good leader is one who fosters positive change, and does not have to force anyone to do a single thing they don’t want to. Great leaders foster feelings of empowerment and motivation.

These amazing people can be found in nearly every profession in the world, but higher education is seldom examined. Most of the existing literature on educational leadership deals with two main facets; the perceived role of the college or university president, and/or what it means to be a good leader.

For many years it was believed that a college or university was the shadow of its almighty president; today this is no longer the view (Birnbaum, 1988). The time-held belief that the president was the sole person who could be considered a leader within the university setting has given way to new thinking. This is one reason that the vast majority of the literature on educational leadership focuses solely on the college president rather than on other individuals who have just recently begun to be considered leaders on college campuses. People like deans, department chairs, and vice presidents are now being considered for study as well. Thus it is necessary to add to the paucity of existing literature that focuses on the other key individuals involved in campus leadership such as: the departmental directors, vice presidents of student affairs, the executive assistant to

the vice president, and the assistant vice presidents.

Current Definitions of Leadership

Years of analysis and scrutiny have provided more than 350 different definitions of leadership (Bennis & Nanus, 1985). Each of these definitions provides a sliver of insight into what leadership is, but by themselves these explanations are woefully inadequate (Bennis & Nanus, 1985). There have been thousands of studies that have examined leadership, but still no clear, and universally accepted understanding exists of what distinguishes leaders from non-leaders, or more importantly what distinguishes effective leaders from ineffective leaders (Bennis & Nanus, 1985).

Generally, in most instances the literature base makes an incorrect assumption about leadership, suggesting that it is something tangible and measurable, something concrete (Birnbaum, 1988). Several scholars have argued that very little is known about what leadership truly is (Orr, 2006). The term itself has eluded a concrete definition, and there is currently no agreed upon method of how leadership can best be measured, assessed or linked to outcomes (Birnbaum, 1988). Part of the problem is that while there is no common definition of leadership there are multiple conceptions of what constitutes leadership (Eddy & VanDerLinden, 2006).

One such definition is that the term leadership implies movement, and taking an organization in some specific direction; problem solving, creative thinking, initiating new programs and improving general quality are all required of a leader within this definition (Eddy & VanDerLinden, 2006). Another definition of leadership states that leadership is not the responsibility of one person, but rather a shared experience: the leader serves others, and empowers followers (Carducci, Contreras-McGavin, & Kezar, 2006).

Conversely, studies have shown that college students believe that anyone who is in a position of power or influence is a leader, and none of the other complexities of the definitions mentioned previously exist as far as students are concerned (Schuh & Shertzer, 2004).

Other definitions of leadership focus on how leaders are created. One such theory is referred to as the “Great Man” theory (Bennis & Nanus, 1985). This theory asserts that leaders are born, not made. Stated simply, some have it and others do not. This theory saw power being vested in only a few individuals whose destiny made them leaders (Bennis & Nanus, 1985). Another definition can be referred to as the “Big Bang” theory. This is the idea that situations and followers combine to “make” a leader. Bennis and Nanus (1985) use George Washington as an example, “Washington was simply on hand when the colonies opted for countrydom” (p.5).

Finally two attempts at concrete definitions of leadership are presented. One definition of leadership implies that leadership is the capacity to translate intention into reality and sustain it (Burns, 2003). This belief of leadership is often held under the umbrella term “Transformative Leadership.” Another definition says that leading is influencing, guiding in direction, action, course, and opinion (Bennis & Nanus, 1985).

Leadership is an abstract concept that is fluid, dynamic, and changes with the situation. While several theories and definitions do exist, there is currently no widely held paradigm as to what “leadership” really is. This may be one reason why Bennis and Nanus (1985) refer to the study of leadership as “the La Brea Tar Pits of organizational inquiry” (p. 6). Definitions of leadership tend to reflect fads, fashions, academic trends,

and political tides, which by their very nature are highly susceptible to change, so to must be the definition of leadership (Bennis & Nanus, 1985).

Problems with Assessing Leadership

Another reason for the difficulty in accurately assessing leaders as either good or bad is that scholars believe that within the field of higher education the effectiveness of a leader is mainly a matter of perception, and thus somewhat arbitrary (Heck, Johnstrud, & Rosser, 2003). Research has also shown that leaders need to act differently in different situations in order to be successful (Carducci et al., 2006). In other words, what works in one place may not work in another. Additionally, what works in one year may not work for the next even if the same leader is operating in the same place.

Another problem when dealing with the study of leadership in higher education is the fact that there are several different offices and cultures operating within a college or university. Thus, several different methods of leadership may exist, each best suited for a particular department, but are not interchangeable. For example, the leadership styles and competencies exhibited by the dean of students may work in the office of residence life, but the styles and competencies of the dean of admissions may not.

Changing Views of Leadership

Throughout the decades societies view of leadership has changed dramatically, however leadership competencies have remained constant. What has shifted is the understanding of these competencies, how they work, and ways in which people have learned to apply them (Bennis & Nanus, 1985).

The literature has indicated that the common view of a leader in the 1980s and 1990s was that of a “hero” (Eddy & VanDerLinden, 2006). A leader was seen as a

person who had little interaction with his/her followers. The leader would speak about personal vision and then lead an organization toward that goal. Little value was given to shared decision making, and interaction with “followers” was not necessarily expected or hoped for as it is today (Eddy & VanDerLinden, 2006). In addition, leaders no longer need to exert power in order to propel change, as was needed 20 or 30 years ago (Carducci et al., 2006).

Recently new concepts of leadership see leaders as members of a community. Leadership is described in terms of relationships with fellow co-workers rather than in terms of how an individual directs followers (Eddy & VanDerLinden, 2006).

Researchers now believe that leaders are moving away from static, highly structured, value neutral methods of leadership, and shifting toward a more dynamic, globalized, and process oriented perspective. Competencies like cross-cultural understanding, collaboration, concern for others, and social responsibility are becoming the norm (Carducci et al., 2006). Two main reasons for this trend stand out.

The first is that the context in which leadership takes place has changed. Work environments both within and outside of higher education have changed drastically since the 70s and 80s. The values held by employees have changed, and the demands placed on colleges and universities have changed as well. In accordance to these demands, in order to be effective the leaders of organizations needed to adapt to fit new surroundings and co-workers (Carducci et al., 2006).

The second reason is that scholars have been proposing new ideas about leadership, and what it means to be a good leader (Carducci et al., 2006). As with most professions, job changes are based upon the driving views, performance demands abide.

Seldom will yesterday's strategies work with today's people. Perceptive leaders have looked at the current literature and adjusted their attitudes and behavior accordingly. Some of the best leaders know that in order to promote a good environment, one has to be able to craft a flexible style to fit the demands of an increasingly diverse population.

In 2001, the American Association of Community Colleges (AACC) conducted a survey of community college presidents, and asked them what they felt were important qualities for a good leader to possess. Some of the most popular responses included: financial planning "know-how," the ability to forge partnerships, the ability to maintain or improve partnerships both within and outside the college, the ability to develop a clear vision, excellent communication skills, politically savvy, and adaptability (Boggs, 2003). Furthermore, as reported by Boggs (2003), Vaughn and Weisman (2003) identified a similar list in a 1996 survey; some of the reported traits were: the ability to bring a college together in governance, the ability to mediate, a good understanding of technology, a high tolerance for ambiguity, understanding and appreciating multiculturalism, and lastly an ability to build coalitions.

There are notable differences between the responses from the 1996 survey and 2001 survey. This is a five year spread and, as stated earlier, things can change quickly in the field of leadership. The results indicated that college presidents felt that essential leadership skills now include: the ability to understand and implement the community colleges mission, administrative skills, advocacy skills, community and economic development skills, and lastly personal, interpersonal, and transformational skills (Boggs, 2003).

Examples like this show just how fast conceptions of leadership change, and it is reasonable to assume that changes will continue in the future. One thing that may remain static, however, is that leaders are now expected to involve other people in the decision making process.

Boggs (2003) reported that,

In order to be successful in today's environment and that of the future, leaders must find ways to involve people in their decisions. They must be catalysts for finding ways to make things happen for the college and its people. They should encourage and support innovation and discovery. (p. 4)

Different Theories of Leadership

Because there are so many different beliefs of leadership it is necessary to scrutinize the work of several scholars in order to gain a better understanding of the most prevalent leadership styles.

While several contemporary ideas of leadership have been discussed up to this point there is a vital flaw to note before theories are discussed. Bennis and Nanus (1985) point out that there is a crucial component missing from most of the definitions of leadership within the past several years. That component is power. "Power" Bennis and Nanus (1985) state is, "the basic energy to initiate and sustain action translating intention into reality, the quality without which leaders cannot lead" (p. 15).

Birnbaum (1988) has defined five different types of power prevalent in virtually all of today's social groups: coercive, reward, legitimate, referent, and expert power. Simply stated, coercive power is the ability to punish. This can be done either by

withholding something from an individual or by presenting them with something undesirable. Reward power is the ability to provide another individual with a reward for a job well done. Legitimate power is a bit more complex. This type of power exists when a group adheres to a common code that allows one group or one individual to influence the other. Referent power involves the willingness of one person or group to be influenced by another. Lastly expert power exists when one person or group accepts influence from another because they feel that the one in control has possession of special competencies or knowledge (Birnbaum, 1988).

Transactional and Transformational Leadership

Now that power, one of the cornerstones of leadership has been discussed, some of the most prevalent theories and beliefs of current leadership can be examined. Research on leadership has recently evolved to focus on two divisions: the transactional and transformational leader.

The transactional leader meets the needs of followers and emphasizes means, but not ends (Birnbaum, 1988). Generally, these leaders keep with tradition, and often use reward systems in order to motivate employees and co-workers. Power is highly emphasized in this style of leadership. As a result coercion is often utilized. This is probably one of the most traditional styles of leadership, and tends to be viewed pejoratively.

Standing in contrast to the transactional leader is the transformational leader. This leader emphasizes ends and uses the internal motivations of followers in attempting to lead them to new and greater values in support of an intended change (Birnbaum,

1988). These leaders are often seen as change agents, and have visions aimed at taking organizations in new and better directions than in the past.

Unlike transactional leaders who use power and coercion the transformational leader strongly believes that wants and needs are what motivates people towards change (Burns, 2003). This is largely due to the fact that the backbone of transformational leadership theory is set in the work of Abraham Maslow's hierarchy of needs. Transformational leadership theory does however acknowledge the importance of power, but focuses on the relationship between power and wants, needs, motives, values and capabilities of both leaders and followers (Burns, 2003).

One of the most unique characteristics about this particular theory of leadership is that it draws so much of its knowledge base from the field of psychology. The work of Freud, Hull, Thorndike, Erickson, and most of all Maslow is incorporated into its conceptual framework (Burns, 2003). This is the main reason for the theoretical focus on human, concerns, values, wants and needs.

Burns (2003) sums up the transformational style by saying "what leaders and followers become, above all, are active agents for change, capable of self-determination, of transforming their contingency into destiny" (p. 143).

The symbolic leader views organizations in terms of cultures and values (Birnbaum, 1988). This type of leader believes that reality is invented and often focuses on the environment of the workplace as an agent for change. Generally these leaders value things like interpersonal relationships and cultural norms of the work place. As a result personal-environment fit (PE fit) is often given close attention. Often these individuals feel that "The primary factors affecting leadership may be found...in the

constraints that exist in the environment within which administrators function”

(Birnbaum, 1988, p.26).

Other researchers believe that there is only one type of leader, but that the leader can exhibit different dimensions of leadership, and that is what makes them fluid (D’Onofrio, Wepner, & Wilhite, 2003). Specifically four dimensions of leadership are mentioned: intellectual, emotional, social, and moral (D’Onfrio et al., 2003). The intellectual dimension is one that values intelligence, knowledge and facts. Studies have shown that this is the dimension that most deans rely on when problem solving (D’Onfrio et al., 2003). The emotional dimension puts feelings at the forefront of a leader’s mind, rather than pure intellect, this dimension was cited as the second most frequently utilized by academic deans (D’Onfrio et al., 2003). The social dimension places the most importance on interpersonal relationships, and how they relate to the work environment. Lastly, the moral dimension examines issues and problems in terms of simple right and wrong. This facet of the theory is much more simplistic in some ways than the other three, due to its black and white nature. Interestingly it was found that the social and moral dimensions were the least utilized by academic deans in terms of their leadership responsibilities (D’Onfrio et al., 2003).

There are two other main beliefs of leadership types, which have been termed resonant and dissonant leaders (Boyatzis, Goleman, & McKee, 2002). Resonant leaders are ones that according to Boyatzis and colleagues (2002), are the best type; those that foster a comfortable work environment that motivates employees to be productive and hard working, without the leader having to crack a whip. Dissonant leaders, on the other

hand, are perceived as negative by Boyatzis and colleagues, ruling with an iron fist, and morale often plummets under such conditions.

Resonant leaders consist of four different types: visionary, coaching, affiliative, and democratic. The visionary is often describes as “the classic leader.” They speak one-on-one with employees, articulate a shared vision, talk about the end goal, tailor tasks to fit that end goal, and let people know why and how they are important (Boyatzis et al., 2002). The main benefits of this type of leader are that they drive climate and morale upward, and keep the best employees within the organization, rather than send them looking for a better job. The visionary leaders are high in competencies such as: inspirational leadership, empathy, self-awareness, self-confidence, and the sharing of knowledge. Boyatzis, Goleman, and McKee (2002) assert that this form of leadership may be the most effective out of their four classifications of resonant. They believe that this style is most effective when an organization is lost, and needs direction. However, this style has downfalls, as it is often ineffective if the leader is attempting to lead individuals who are more experienced than themselves, and sometimes visionary leaders have a tendency to be overbearing (Boyatzis et al., 2002).

The coaching leader uses the skills of a counselor. These leaders spend a lot of time having deep conversations with employees and building rapport. Often these leaders play upon the strengths rather than weaknesses of their co-workers. When under the direction of a coaching leader several benefits arise. First, employees tend to be more open to feedback, thus allowing the leader to know how they are doing or what they can do to improve. Second, employees know that they are not doing things simply for the boss’s interest. Third, coaches have a tendency to link the dreams and aspirations of their

employees to the shared mission of the company or institution. Fourth, these leaders keep people highly motivated without having to offer incentives or threats. Finally, these leaders are excellent at delegating challenging responsibilities (Boyatzis et al., 2002).

The competencies that the coaching leaders tend to exhibit are as follows: toleration of short term failure, authenticity, and empathy. All of these are imperative to this style of leadership because they form the very fabric of what it means to be a strong coaching leader who deeply cares about employees.

Boyatzis and colleagues (2002) have found this to be the rarest form of leadership. This is principally due to the fact that it is the one that requires the most work from the leader. Another problem is that this style is really best suited for workers who are highly motivated on their own. If they are not then they are likely to remain stagnant because the coaching leader is not big on motivation, but rather uses what is already present to get employees going. A further issue with this style is that it will not work if the employees of an organization need a lot of direction; once again this is not one of the coaching leader's strengths. One final shortcoming of this method of leadership is that these individuals are often perceived as overbearing rather than caring. Most people are not accustomed to the boss stopping by for a little chat, and are likely to believe that he is trying to micromanage (Boyatzis et al., 2002).

The affiliative leader is a relationship builder. These leaders are very open with feelings, and believe strongly in the importance of sharing emotions with one another. Of the six types of leaders identified by Boyatzis and colleagues (2002) this one is the most likely to offer a helping hand. These leaders build loyalty in their staff, and are excellent resonance builders. One of their specialties is repairing broken trust, both among co-

workers and between leaders and employees. Another strong suit of this leader is that they often develop nurturing personal relationships with their staff (Boyatzis et al., 2002).

Some competencies that are characteristic of this style include: copious amounts of empathy, genuineness, firmness, and openness with others feelings and concerns (Boyatzis et al., 2002). These leaders are much more likely to value feelings over intellect and thus are more likely to rely on emotion rather than intuition when problem solving. Depending on the situation this is either a strength or a weakness.

As with all the other styles described thus far the affiliative leadership style has certain weaknesses. Sometimes corrective feedback is neglected, the concern being that it may hurt someone's feelings when the leader corrects a mistake. These leaders can also become disconnected with the rest of the organization and become entranced in a state of what Boyatzis and his colleagues (2002) refer to as "cluelessness." This is also one of the few styles that Boyatzis, Goleman, and McKee believe should not be used alone, but rather in close partnership with the visionary style.

The last of the resonant leaders described by Boyatzis and his colleagues (2002) is referred to as the democratic leader. These leaders enjoy talking about things, and rely heavily on teamwork and collaboration to get things done. They are also generally good listeners and are quick to give feedback (Boyatzis et al., 2002).

In order to be an effective democratic leader one must have competencies based on empathy, collaboration, teamwork and listening. All of these skills come into play when working with groups in a democratic manner, and directly flow into the many benefits of this method of leadership. The first of which is that it is good for keeping morale high, as no one member of an organization is left out of most processes. Another

benefit is that all the democratic actions tend to maximize consensus, even when unpopular decisions are made. Democratic styles also promote a high degree of commitment between workers and their institutions, once again an outcome from frequent meetings (Boyatzis et al., 2002).

Unlike the other styles presented thus far, Boyatzis and colleagues (2002) only point out two major shortcomings to this style. The first being that it does not lend itself well in times of crisis. This is largely due to the fact that decision making in the democratic model tends to take a long time when compared to the process in other environments.

The last two styles to be discussed are the ones that Boyatzis et al. (2002) refer to as the “dissonance builders.” They have named these methods of leadership “pacesetting” and “commanding.” Both of these styles are very similar. They place a large amount of strain and stress upon anyone who comes in contact with them, and generally both styles send morale plummeting. Additionally these styles should both be used sparingly (Boyatzis et al., 2002).

Closely associated with the leadership styles developed by Boyatzis and colleagues, Bennis and Nanus have discovered four major themes in leadership. These themes are discussed in the following paragraphs.

After an exhaustive two year study comprised of interviews of 90 successful leaders Bennis and Nanus (1985) found four major themes that all of the leaders they spoke with exhibited. They referred to these as strategies, and eventually keys. The first strategy was attention through vision, the second was meaning through communication, third was trust through positioning, and lastly the deployment of self through positive

self-regard and the wallenda factor (Bennis & Nanus, 1985). In his later work Bennis (1990) shortened these four keys of leadership to simply, management of attention, management of meaning, management of trust, and management of self. This is also when he began referring to the leadership keys as competencies.

Skills Important for Leaders in Higher Education

The literature base for leadership in regards to higher education over the last 20 years speaks mostly about styles of leaders, rather than about desirable characteristics and competencies. Some scholars have recently begun work on assessing what competencies leaders must exhibit in order to be successful in today's fast-paced society.

Leaders need to be able to balance both a relational and task orientation, which is they need to be able to focus on both relationships and projects. Closely related is the belief that leaders should work with people and recognize the importance of the shared governance environment of which they are a part. They need to be open to influence and listen to others. Leaders also have to be clear about their values and act authentically, in order for people to listen to what is being said. This is related to the finding that leaders also must focus on direction setting and creating a shared vision or goal (Carducci et al., 2006).

Because colleges and universities have ambiguous goals, they also often have diffuse power, which makes an understanding of complexity and crisis absolutely essential to working in a college environment. Leaders are also more successful if they have the ability to network with other individuals. Leaders need to be able to adapt quickly to changing situations. This is especially true of leaders in higher education because colleges and universities are loosely coupled systems, which by their very nature

demands flexibility. A leader within this type of a system needs to be able to adapt quickly in order to be effective (Carducci et al., 2006).

Lastly leaders in higher education need to be in tune with the culture of their campus in order to be effective. This is especially important because good leadership differs from institution to institution, mainly due to the different cultural climates of colleges and universities around the country (Carducci et al., 2006).

A Previous Study Performed at Public University

In 2004 a study was performed at Public University that utilized the *Leadership Assessment Instrument* LAI in order to determine selected administrators leadership competencies (Hendricks, 2004). A total of 39 senior level administrators from across the campus were selected to participate in the study. The study discovered that the selected administrators reported the following mean scores using the instrument: Focused Drive: 39.29, Emotional Intelligence: 39.31, Trusted Influence: 40.47, Conceptual Thinking: 38.97, and Systems Thinking: 37.84 (Hendricks, 2004).

The conclusion was drawn that the administrators throughout Public University regularly employ each of the five competencies measured by the LAI. This finding suggests that administrators in the student affairs division at Public University have the ability to use whichever competency they feel best fits the situation they are facing at any given time. This is congruent with the commonly held belief that one of the most desirable traits that an effective leader must have is the ability to switch between styles in order to best fit any given situation (Boyatzis et al., 2002).

Summary of the Literature Review

The vast majority of leadership studies have focused on business and industry rather than education. Only recently have researchers begun to look at leadership practices in higher education. Most of these studies focused primarily on the president with a few looking at deans and department chairs. This is one reason for the gap in the literature base that becomes apparent when attempting to research leadership practices of other professionals in colleges and universities.

Currently leadership does not have any commonly held beliefs or a concrete definition. Though several definitions exist, each provides only a sliver of insight as to what leadership is, but is inadequate when used individually to describe leadership. In order to understand leadership several different definitions and theories must be scrutinized.

Leadership is fluid, and dynamic, thus theories of best practice often change. This is one of many reasons for the existence of thousands of studies on the subject. However one aspect of leadership remains constant; a belief that as many individuals as possible should be involved in the decision-making process.

The work of Burns (2003) focuses on the transformational leader, and draws most of its basis from the work of Abraham Maslow, and his hierarchy of needs. Transactional leaders are often seen as the opposite, using power, rather than the genuine wants and motivations of co-workers to reach a vision. Birnbaum (1988) provides examples of five different types of power often utilized by leaders: expert, coercive, referent, reward, and legitimate.

Symbolic leaders view their organizations as cultures and choose to focus on values and PE fit, rather than power, wants, or needs. Boyatzis and colleagues (2002) have developed six main leadership styles each with a unique set of competencies. These six styles are split into the two umbrella categories of resonant and dissonant leaders. Other theorists believe that there is only one type of leader but four different dimensions to that leader, which include intellectual, emotional, social, and moral elements.

To best summarize the work of Bennis and Nanus (1985) and some of the emerging trends in leadership theory it is easiest to state:

We do face an uncertain and unsettling future, but not one without vision.

Vision is the commodity of leaders, and power is their currency. We are at a critical point in our nation's history and we cannot go back as individuals or as a country to what we were ten, five or even one year ago.

The future is now and it's our turn. (p. 18)

Lastly leaders working in a college environment need to be conscious of the unique aspects of shared governance. Additionally leaders in higher education need to be aware of the fact that colleges and universities have ambiguous goals, and diffuse power.

This makes an understanding of complexity and crisis absolutely essential to becoming an effective leader in higher education. All of these factors combined are what create a necessity to understand the leadership exhibited by professionals in the field of higher education. There is so much emphasis on the importance of strong leadership that it seems prudent to analyze it further. Regrettably, there have been very few studies performed looking at leadership exhibited by professionals in higher education, and fewer

still that examine the leadership of senior administrative professionals in the student affairs division at colleges and universities.

Additionally, the literature base rarely examines the degree to which leadership is tied into an individuals concerns about the leadership position they hold. Concerns are a driving force for why people behave as they do. Therefore there should be a link between concerns, leadership, and subsequent action. This link is what the study examined.

CHAPTER THREE

METHODOLOGY

Context of the Study

The target institution for this study has been given the alias “Public University” to protect both the institution and the individuals who participated in the study. Public University is a mid sized institution serving approximately 10,000 students, both at the undergraduate and graduate levels. It is located in the northeast of the United States and it is a public 4-year university. Public University emphasizes instruction as its primary mission, and the average class size is less than 30 students. As such, the practice of utilizing teaching assistants (TAs) is prohibited. The institution is classified as “selective” and has a high number of students that transfer in, rather than spend their entire college career in attendance at the university. The student population of Public University is highly residential, with more than half of its undergraduate students living on campus. Public University offers degree granting programs at the bachelors, masters, and doctoral levels.

The division of student affairs at Public University consists of one vice president who reports directly to the university president. The vice president is supported by three vice presidents within the division. In addition to these four individuals there are 18 department directors for each of the departments within the student affairs division at Public University. The departments that were involved in the study are as follows: The office of the Vice President of Student Affairs, the Career and Academic Planning Center (CAP), the EOF/MAP office, Admissions, the Academic Success Center, Counseling and

Psychological Services, Judicial Affairs, International Affairs, the Student Center, the Student Health Center, the Recreation Center, Service Learning and Volunteerism, the Registrar, the Bursar, Financial Aid, Student Information Services, Camps and Conferences, and Residence Life/Housing. All of these departments were headed by one director; the one exception being the office of Judicial Affairs which is headed by the Dean of Discipline. This position however is senior level, and thus equivalent to that of a director.

Population and Sample

The population for this study consisted of all senior administrators at the director level or above in the division of student affairs at Public University. Specifically, the Vice President of Student Affairs (who at the time of the study was serving as an interim vice president), the three executive assistants to the vice president of student affairs, the Dean of Students, and the departmental directors. The total number of participants in this study was 19 (though there are 18 departments and 4 executive professionals the number of possible participants is not 22 due to the fact that one of the executive assistants involved in the study also served as the director for one of the departments examined for the study). The researcher selected a purposeful sample for this study.

All participants were over the age of 30. Males (11 participants) and females (eight participants) were both represented. Three ethnicities were also represented in the study, 13 participants were Caucasian, five participants were African-American, and one participant was Hispanic.

Instrumentation

In order to protect the rights and privacy of those who participated in the study an informed consent form was given to each individual (Appendix B). The form explained the purpose of the study, and allowed participants the option not to participate in the study. Before any data were obtained the form was signed and collected. Additionally all subjects were asked for their permission before being interviewed and tape recorded.

The Institutional Review Board of Public University approved the application for the research study. This ensured the ethical treatment and protection of all participants involved. The IRB application process was reviewed by the board at Public University in order to discern the nature of the research that was conducted, and the treatment of all participants involved in the study. Because the study involved human participants a certification to work with human participants (Appendix E) was included with the application for approval. The researcher received approval to perform the study via e-mail on February 21, 2007. Shortly thereafter the principal investigator received a hard copy through campus mail (Appendix D).

Instrumentation consisted of both a survey and an interview. The instrumentation was designed and distributed by Linkage Incorporated, and is known as the Leadership Assessment Inventory (LAI) (Appendix A) based on the work of Warren Bennis.

The LAI consists of 75 statements arranged on a 5-point, Likert scale. Participants were asked to rate answers on the 75 items from 1 to 5. The numbers represent the following statements: 1 = Rarely Demonstrate, 2 = Sometimes Demonstrate, 3 = Often Demonstrate, 4 = Very Often Demonstrate, and 5 = Almost Always

Demonstrate. All items that participants are asked to respond to on the survey began with the phrase "In my day-to-day work as a leader, I..." and each item on the instrument finished the sentence, thus the participant fills in the appropriate number on the answer sheet.

For example, when read in full, the first item on the assessment read as follows, "In my day-to-day work as a leader, I maintain focus when disruptions might detract attention from key issues and objectives." The participant would then select the appropriate response that he/she feels best describes personal actions as a leader. For example, if 1 is selected for the response to this item he/she would rarely demonstrate that characteristic, whereas if a 5 was selected he/she would almost always demonstrate that characteristic.

After the completion of the survey participants were instructed to add the numbers for certain items, and the ending number (ranging between 5 & 25) provided a numerical value for a participant's tendency to lean either toward or away from the following five competencies: Focused Drive, Emotional Intelligence, Trusted Influence, Conceptual Thinking, and Systems Thinking.

Additionally, the same scale was used to determine a participant's affinity for one of five leadership skills. They are: Change Management, Coaching/Mentoring, Communication, Negotiation, and Problem Solving. According to Linkage Inc. (n.d.), the LAI is intended for people to better understand themselves through identifying personal strengths and weaknesses in these five self reported competencies. Furthermore according to Linkage Inc. (n.d.), there is highly valuable knowledge to be gained simply by examining the high and low scores on these competencies, and subsequently

considering how one should play upon personal strengths and augment personal weaknesses (Hendricks, 2004).

To determine the scale reliability of the instrument, item-to-scale correlations, inter-item correlations, and Cronbach's Alpha were utilized. The scores for the Cronbach's Alpha were determined for each of the LAI scales based on an average of 2200 cases from the GILD database (Hendricks, 2004). The data provided by Linkage Inc. (n.d.) states that all of the competencies show alphas ranging from .80 and .89, with a mean of .86.

The item-to-scale correlations have a mean score that was developed by averaging all of the inter-correlations on each scales' correlation matrix. The mean inter-item correlations were in the .40 to .50 range (Hendricks, 2004). These scores are classified as moderately strong. Linkage Inc. (n.d.) believes that the strength of these scores is indicative of a practical degree of significance for both the scales structure and the scales themselves.

Lastly, the inter-correlations between the competencies and their respective components were analyzed. The results of the analysis performed by Linkage Inc. (n.d.) suggest that examinees can easily distinguish between Focused Drive, Emotional Intelligence, and the remaining competencies, however the boundaries between the rest of the competencies are a bit blurred (Hendricks, 2004). As a result of the findings, the items have been revised to augment distinctiveness from one another (Hendricks, 2004).

Factorial validity was determined utilizing a principle components analysis. Scale reliability results were clarified and substantiated using the 2243 cases from the GILD database (Hendricks, 2004). According to Linkage Inc. (n.d.) a five factor solution was

found to be the most representative of the data, accounting for almost half (49.5%) of the data variance. These factors are congruent with the item scores and predicted scales, suggesting a strong degree of construct validity (Hendricks, 2004). These findings suggest that the components and competencies measured by the instrument are all solidly represented, with the possible exception of Empowerment (Hendricks, 2004).

In addition to the LAI, a semi-structured interview consisting of nine questions was also conducted with the participants of the study (Appendix C). All questions were open ended and focused on the leader's personal concerns about both their profession, and about themselves as a leader in the field of student affairs. Of the nine questions asked during the interview, two focused on the interviewee's personal beliefs about their leadership, and six focused on their issues and concerns. The final question was completely open ended, and simply asked if there was anything that the interviewee would like to add.

The six questions asked during the interview that examined issues and concerns asked about these items both in the current context (what concerns do you have now), and in a projected context of five years (what concerns do you have about the future of higher education). The two questions that ask about leadership focused on what the interviewee's opinion is of important qualities and characteristics for a leader to possess. The ninth question asked during the interview (reading: "is there anything else you would like to add?") gave participants a chance to add anything else that they felt was valuable information.

The questions asked during the interview were based upon the LAI used to collect the primary data. The interview questions served as a link between the research that was

conducted on leadership and the research conducted on administrators concerns about the student affairs profession, and their own positions.

Data Collection Procedures

All steps taken involving data collection and instrumentation were approved by Public University's Institutional Review Board (IRB) (Appendix D). An IRB application was completed and approved by Dr. Burton Sisco, thesis advisor on January 25, 2007. The application was forwarded for review on January 26, 2007. Approval to conduct the study was granted on February 21, 2007.

Two separate sources of data were collected throughout the study. The first method of data collection was the administration of the LAI to the participants. Prior to the administration of the instrument all participants were given an informed consent form (Appendix B). This form was signed, placed in a brown envelope, and kept separate from the LAI in order to protect the identity of the participants. The LAI was then left with the participant so that they could complete it at their leisure. This was done to prevent any one participant from feeling rushed, and therefore possibly providing inaccurate results, as all of the items on the LAI require deep introspective thought.

Two days after participants were given the LAI the researcher called the participants on their office phones (numbers of which the participants provided to the researcher) to set up a time to collect the instrument and conduct the interview, the second method of data collection utilized in the study. Once the completed LAI was collected it was kept in a brown envelope and remained there until all of the other LAIs were collected as well, thus serving to protect the confidentiality of the participants.

Lastly, the interview took place. The collection of the LAI and the interview happened simultaneously. The LAI was first collected and placed in the envelope then a tape recorder was set out in full view of the participants. All nine questions on the interview were asked in sequence, and the investigator recorded the answers with a pencil on the interview sheet (Appendix C), as well as requesting permission to tape record the interview. After the interview was conducted all participants were thanked for participation in the study and provided with the contact information of the principal investigator should they wish to learn the outcome.

Analysis of the Data

The LAI and the interviews provided the range and variation of the data. Once all the LAI's were administered and collected, the data were analyzed utilizing the Statistical Package for the Social Sciences (SPSS) computer software program. Correlations were run between genders, years of experience and responses to the LAI. Statistical analyses were also performed in order to extrapolate the mean, standard deviation, range, and maximum and minimum scores reported on each of the five sections of the LAI.

Each of the 19 subjects yielded five scores each (one for each competency) for a total of 95 total responses. Of these 95 responses only 2 were below the half way point of 25. The other 93 responses were all above 30.

The answers to the questions on the semi-structured interviews were analyzed for trends and common themes. These themes and trends were analyzed via a content analysis procedure (Appendix F).

Quantitative (statistical analysis via SPSS) and qualitative methods (content analysis), a mixed method design were used in order to analyze the data collected. The

researcher reviewed all interview statements and recordings to search for any links or associations between all of the interviews conducted.

CHAPTER FOUR

FINDINGS

Profile of the Sample

The participants in this study were 19 individuals employed in the division of student affairs at Public University, one vice president (Interim), three executive assistants to the vice president, and 14 department directors. The researcher purposively selected the vice president, the three executive assistants to the vice president, and all of the 18 department heads to participate in the study, for a total number of 21 participants. The number of possible participants was 21 rather than 22 as a result of one department director also serving the role of executive assistant to the vice president. Thus, while there are 22 different positions involved in the study, there were only 21 different individuals serving in those positions. Of the 21 participants in the study, 19 participated in both the survey and the interview for a response rate of 90.4%. These rates were based on the availability of the participants of the study.

Table 4.1 shows the gender distribution of the participants in the study. Eleven (58%) were male and eight (42%) were female.

Table 4.1

<i>Gender</i>		
n=19, SD=0.507		
Gender	Frequency	%
Male	11	58
Female	<u>8</u>	<u>42</u>
Total	19	100

Table 4.2 represents the number of years that the participants have served in their current positions at the time of the study. These numbers do not reflect the total number of years any individual has been in the employ of Public University, only the number of years in the senior level position that is being analyzed.

The average number of years that participants had been in senior level positions was 5.3 years. The most common response to the item was 3 years, the median was 3 years, and the answers ranged from 1 to 32 years. While well over half (84.2%) of the participants had been in their positions for less than five years the average was skewed due to two responses of 16 and 32 years respectively.

Table 4.2

<i>Number of Years in Position at Time of Data Collection</i>		
n=19, SD=0.955, M=1.37		
Years	Frequency	%
1-5	16	84.2
6-10	1	5.3
>10	2	10.5
Total	19	100

Research Questions

Research Question 1: What leadership competencies are most often exhibited by selected student affairs professionals who work at Public University?

Tables 4.3-4.8 provide information pertinent to the first research question. Table 4.3 shows the statistical analysis of all the 19 participants self reported scores on the LAI. The LAI measures the self reported scores of five different competencies. Scores for each competency are derived from adding up numerical answers on 10 statements per

competency. The numerical answers can range from 1 to 5, 1 shows a dislike, while 5 shows an affinity. Therefore the lowest score that any one participant could show on any particular competency is 10 (implying a strong dislike), while the highest is 50 (implying a strong preference).

The first competency examined was labeled as Focused Drive by the LAI. The mean score on this item was 39.26 (*SD* 5.516), with 23 as the lowest score reported, and 45 as the highest. The Focused Drive competency was the only one in the study not to have anyone report the strongest possible affinity for, a score of 50. While it also had the lowest minimum score reported (23), it was not the lowest mean score.

The second competency, Emotional Intelligence presented a mean score of 40.42 (*SD* 4.834), with 32 as the lowest score reported, and 50 as the highest. The third competency, Trusted Influence was found to have a mean score of 41.26 (*SD* 4.227), with a 35 as the lowest score reported, and 50 as the highest. This competency presented the highest mean score in the entire study, the lowest standard deviation, and the highest minimum score.

The fourth competency, Conceptual Thinking produced a mean score of 40.68 (*SD* 5.100), with a 32 as the lowest score and 50 as the highest. The data pertaining to this competency closely resembles the data collected on the second competency, emotional intelligence.

The fifth competency examined was Systems Thinking. A mean score of 37.95 (*SD* 6.285) was found to be the lowest in the entire study. The minimum reported score was 32, while the highest was 50. These data, as well as some supplemental information are presented in Table 4.3.

Table 4.3

Statistical Analysis of Data Pertaining to the Five Competencies Measured by the LAI

	Focused Drive	Emotional Intelligence	Trusted Influence	Conceptual Thinking	Systems Thinking
n	19	19	19	19	19
Mean	39.26	40.42	41.26	40.68	37.95
Minimum	23	32	35	32	25
Maximum	45	50	50	50	50
SD	5.516	4.843	4.227	5.100	6.285

Tables 4.4-4.8 show all the data collected from the LAIs. All 19 participants' answers are displayed in order of the lowest score to the highest for all five competencies. Tables are displayed here for ease of reference throughout this and the subsequent chapter.

Table 4.4

Competency 1: Focused Drive Scores Reported by Participants

n=19, SD=5.516, M=39.26		
Participant #	Reported Score	%
1	23	5.3
2	33	5.3
3	35	5.3
4	36	----
5	36	----
6	36	15.8
7	37	----
8	37	10.5
9	40	----
10	40	10.5
11	42	5.3
12	43	----
13	43	----
14	43	15.8
15	44	----
16	44	----
17	44	15.8
18	45	----
19	<u>45</u>	<u>10.5</u>
Total		100

Table 4.5

Competency 2: Emotional Intelligence Scores Reported by Participants

n=19, SD=4.834, M=40.42

Participant #	Reported Score	%
1	32	5.3
2	33	5.3
3	35	5.3
4	37	----
5	37	10.5
6	38	5.3
7	39	----
8	39	----
9	39	----
10	39	21.1
11	41	5.3
12	42	----
13	42	10.5
14	43	----
15	43	10.5
16	44	5.3
17	46	5.3
18	49	5.3
19	<u>50</u>	<u>5.3</u>
Total		100

Table 4.6

Competency 3: Trusted Influence Scores Reported by Participants

n=19, SD=4.227, M=41.26		
Participant #	Reported Score	%
1	35	5.3
2	36	----
3	36	10.5
4	38	----
5	38	10.5
6	38	5.3
7	39	5.3
8	40	----
9	40	10.5
10	41	5.3
11	42	----
12	42	----
13	42	----
14	42	21.1
15	44	5.3
16	46	5.3
17	47	5.3
18	48	5.3
19	<u>50</u>	<u>5.3</u>
Total		100

Table 4.7

Competency 4: Conceptual Thinking Scores Reported by Participants

n=19, SD=5.100, M=40.68

Participant #	Reported Score	%
1	32	----
2	32	10.5
3	33	5.3
4	36	5.3
5	37	5.3
6	38	5.3
7	39	5.3
8	40	5.3
9	41	----
10	41	10.5
11	42	----
12	42	10.5
13	43	5.3
14	44	5.3
15	45	----
16	45	10.5
17	46	5.3
18	47	5.3
19	<u>50</u>	<u>5.3</u>
Total		100

Table 4.8

Competency 5: Systems Thinking Scores Reported by Participants

n=19, SD=6.285, M=37.95

Participant #	Reported Score	%
1	25	5.3
2	31	5.3
3	32	----
4	32	10.5
5	33	5.3
6	34	5.3
7	35	5.3
8	36	----
9	36	10.5
10	37	5.3
11	39	5.3
12	40	5.3
13	41	----
14	41	10.5
15	42	5.3
16	45	----
17	45	10.5
18	47	5.3
19	<u>50</u>	<u>5.3</u>
Total		100

Research Question 2: What traits do selected leaders in student affairs feel are the most favorable for other leaders to have as well as themselves?

Research question two was analyzed using a content analysis procedure (Appendix F). The data pertaining to this question were collected via an interview, not through the use of the LAI. Nineteen total interviews were conducted, 15 with directors, three with executive assistant vice presidents and one with the vice president (interim). The question presented was phrased as “What key traits, and competencies do you feel it is important for a leader in your position to have?” Forty-two different answers were given, while the total number of responses was 90, as participants were allowed to give as many answers as they wished.

The most common answer to the interview item was “communication skills.” This was the number one ranked response with 9 (47%) of participants mentioning this broad trait. The second most frequent response to the item was the importance of knowing your co-workers, 8 (42%) of participants provided this as an answer. The third most frequent response was the importance of collaboration, with 6 (32%) of the participants providing this as an answer. Of the 42 different total responses 20 (48%) were only reported by one participant, and not repeated by anyone else throughout the entirety of the study.

Table 4.9 shows the responses reported by all of the participants in the study in rank order.

Table 4.9

Key Traits and Competencies that Student Affairs Professionals at Public University Feel a Leader Must Have

Trait/Competency	Number of Times Reported	Rank	%
Communication skills	9	1	47
Knowing your co-workers	8	2	42
Collaboration	6	3	32
Must know/care about students	4	4	21
Empathy	3	5	16
Managing information	3	5	16
Wear different hats	3	5	16
Logic/critical thinking	3	5	16
Listening skills	3	5	16
Passion/enthusiasm	3	5	16
Adaptability	2	6	11
Knowledge of organizational Behavior	2	6	11
Vision	2	6	11
Good co-workers	2	6	11
Knowledge of position	2	6	11
Lead by example	2	6	11
Motivate others	2	6	11
Prioritizing	2	6	11
Strong ethics and values	2	6	11

Understand important issues	2	6	11
Emotional intelligence	2	6	11
Humanism	2	6	11
Change agent	1	7	5
Analytical skills	1	7	5
Technical knowledge	1	7	5
Delegation	1	7	5
Tough skin	1	7	5
No micro managing	1	7	5
Good writer/public speaker	1	7	5
Open mind	1	7	5
Fairness	1	7	5
Involvement	1	7	5
Creativity	1	7	5
Humility	1	7	5
Team player	1	7	5
Ask questions	1	7	5
Be a follower	1	7	5
Time management	1	7	5
Improvisation	1	7	5
Patience	1	7	5
Empower others	<u>1</u>	<u>7</u>	<u>5</u>
Total	90		

Research Question 3: What do the selected leaders in student affairs at Public University feel are the most pressing concerns in their profession?

“What are the biggest concerns that you have about the field within the next five years?”

Table 4.10 shows the answers to this question on the interview conducted with the student affairs senior level administrators in the employ of Public University. Twenty five different answers were given in response to this question. Respondents were allowed to report as many concerns as they wished. Of the 25 reported concerns 12 (48%) were only reported once. The most common concern reported was budgetary issues for the institution, with 15 (79%) of the participants mentioning it as a concern.

The second most commonly reported concern was tied between two different concerns. The first was the rising cost of education and how that affects the student, 5 (26%) of the participants disclosed this as a concern. The second concern voiced was whether Public University could handle the rising enrolment of minority students. This item was also reported by 5 (26%) of the interview respondents.

The third most commonly reported concern was that of campus security and crisis response, 4 (21%) of the administrators at Public University voiced this as a concern.

Table 4.10

Reported Concerns that Administrators at Public University Have for the Student Affairs Profession

Concern	Number of Times Reported	%	Rank
Budget	15	79	1
Minority issues	5	26	2
Cost to student	5	26	2
Security/crisis response	4	21	3
Changing technology	3	16	4
Resource allocation	3	16	4
Keeping enthusiasm	3	16	4
Academic and student affairs schism	3	16	4
Changing student population	3	16	4
Student learning decline	2	11	5
Students with psychological issues	2	11	5
Declining enrolment	2	11	5
Engaging students	2	11	5
Mission statement tie in	1	4	6
Changing leadership	1	4	6
Political factors	1	4	6
Immigration	1	4	6
Increasing enrolment	1	4	6
Lack of collaboration	1	4	6

Alcohol/drug issues	1	4	6
Violence	1	4	6
Too many leaders	1	4	6
Attracting new staff	1	4	6
Dangerous students	1	4	6
More non-traditional students enrolling	<u>1</u>	<u>4</u>	<u>6</u>
Total	25		

Participants were also asked to report what concerns they had for themselves as an individual, rather than as a professional in student affairs.

“What concerns do you have as an individual, as an administrator in your position, and as a person?”

Table 4.11 shows the responses to this question during the interview. The most commonly reported concern from the administrators was that they did not feel they had enough time to either do everything they needed to do at work or at home, 12 (63%) of the participants voiced this as a concern.

The second most common concern from participants was that they felt it was very difficult to balance all of the various responsibilities that someone in their position has. This concern was reported by 6 (32%) of the participants. The third most commonly exhibited concern was split between three issues: coordinating between job and family, stress, and being understaffed. All of these concerns were reported by 3 (16%) of the participants in the study.

There were 8 different total responses to this question, 1 (12.5%) response was only reported by one participant, and the remaining seven were reported by at least two participants.

Table 4.11

Concerns Administrators at Public University Have for Themselves

Concern	Number of Times Reported	%	Rank
Don't have enough time	12	63	1
Balancing everything	6	32	2
Job and family issues	3	16	3
Stress	3	16	3
Understaffed	3	16	3
Changing leadership	2	11	4
None reported	2	11	4
Frustration	<u>1</u>	<u>4</u>	<u>5</u>
Total	32		

Research Question 4: How do selected leaders at Public University use their leadership in addressing the identified concerns?

“Do you feel that your method of leadership ties into your concerns?”

While designed as an open ended question on the interview virtually all of the participants in the study chose to treat it as a yes or no question. It was determined that 18 (96%) of the respondents strongly believed that their concerns, both for themselves and the field tied directly into their leadership practice.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the study

Most studies of leadership have examined leaders in businesses, government organizations, and the military, while little emphasis has been placed on colleges and universities (Birnbaum, 1988). Inherently such structures are more complex than the average business or military branch because of the dualistic culture and values present in higher education (Birnbaum, 1988). The structure of higher education is more complex because it has two distinct branches fighting for resources, student affairs and academic affairs.

Not only is there a gap in the knowledge base when it comes to studies of college and university leadership, there is an even wider and more noticeable gap when attempting to examine studies of leadership styles and competencies of student affairs professionals.

This study attempted to close the knowledge gap in the literature base by examining the division of student affairs at a 4-year public university in the northeast. Twenty one participants were selected because of their rank of senior level student affairs professionals at Public University. Of these 21 individuals 19 participated in the study. All participants completed Linkage Incorporated's Leadership Assessment Instrument (LAI), and an interview conducted by the researcher.

Purpose of the Study

The purpose of this study was to analyze the leadership competencies commonly exhibited by student affairs professionals in the field of higher education at a four year public university in the northeast. To have a deeper understanding of leadership within the field of student affairs several different leadership theories were investigated (Eddy & VanDerLinden, 2006). This study sought to close the gap in the literature base by examining the division of student affairs from the directors (or equivalent positions) up to the vice president of the division.

The participants in the study were also asked to report their personal beliefs on what traits effective leaders in student affairs must have in order to best perform their duties as “leaders.” In addition, participants were also asked to report their main concerns regarding the student affairs field within the next five years. This information was assimilated so as to gain a better understanding of the relationship between leadership traits and competencies, and leader’s concerns.

The vice president for student affairs, three executive assistants, and 14 departmental directors at Public University, all completed Linkage Incorporated’s Leadership Assessment Instrument (LAI), and were subsequently interviewed. The results of the interview were recorded using a tape recorder and field notes and analyzed using a content analysis procedure looking for common themes. The completed LAIs were collected and analyzed using the Statistical Package for Social Sciences (SPSS) computer software program. Descriptive statistics were calculated consisting of frequency counts, percentages, means, standard deviations, and minimum and maximum scores.

Public University is a medium sized institution with approximately 10,000 students. It offers bachelors, masters, and a doctoral degree, as well as various certifications. Private universities and community colleges were not selected for this study given their different methods of student affairs governance. The institution selected for this study was selected due to its average characteristics in both size and governance.

Methodology

The researcher selected a purposeful sample of 21 senior level administrators within the division of student affairs at Public University. Of the 21 members of the target population 19 were able to participate, yielding a response rate of 90.4%. All of the participants of the study completed Linkage Incorporated's Leadership Assessment Instrument (LAI) (Appendix A), and a follow up interview (Appendix C).

The LAI is a self reported survey instrument designed to measure the participant's affinity toward any of five leadership competencies: focused drive, emotional intelligence, trusted influence, conceptual thinking, and systems thinking. The instrument is not measured on a continuum, thus it would be possible for a participant to show a strong affinity or dislike for all five competencies. The LAI does not measure the effectiveness of a participant's leadership.

To ensure that the rights and privacy of each subject was not violated in any way, an Institutional Review Board (IRB) application was submitted on January 14, 2007 (Appendix D). The application was submitted with the LAI (Appendix A), a certification to work with human subjects (Appendix E), the interview protocol (Appendix C), and an informed consent form (Appendix B). The application was approved February 21, 2007.

After approval subjects were given the LAI with the informed consent form. Appointments were then made between the researcher and each of the 19 participants for a time to collect the LAI and to conduct the interview. Before any data were collected the consent form was signed by both the participant and the researcher, collected, and kept separate from both the LAI and the transcripts of the interviews conducted. Once the participants completed the LAI the researcher came at the pre-scheduled time to pick it up and conducted the interview.

All interviews were conducted in person and took place at the participant's office. Before conducting the interview the researcher briefly re-explained the focus of the study. Once the LAI was administered and placed in an envelope the interview was conducted. The interview sheet and adjoining notes were then placed in an envelope separate from the collected LAI in order to protect the participant's anonymity.

Each participant had to complete both parts of the data collection procedure in order to be involved in the study. As a result the response rate for both the survey and interview were identical, at 90.4%.

Data Analysis

The Leadership Assessment Instrument (LAI) was analyzed using the Statistical Package for the Social Sciences (SPSS). The scores of all participants were entered into the software program and tests were run to determine the following descriptive statistics: means, maximum scores, minimum scores, standard deviations, frequency counts, and corresponding percentages.

Background information was also analyzed using the SPSS program. The only background information used in the study were the number of years each participant had been in their position at the time of the study, and gender.

Information collected from the interview was analyzed using a content analysis procedure (Appendix F), and then examined for common themes. These themes were organized into table form and were discussed in chapter four.

Discussion of the Findings

Research Question 1: What leadership competencies are most often exhibited by selected student affairs professionals who work at Public University?

Leadership Scores on the LAI

In attempting to answer this question all of the participants in the study were asked to complete the LAI and to take part in an interview. The LAI measured the participants affinity or dislike for five separate competencies. The lowest possible score that any respondent could have reported for any individual competency would have been a 10, while the highest would have been a 50. Each of the 19 subjects yielded five scores each (one for each competency) for a total of 95 total responses. Of these 95 responses only 2 were below the half way point of 25. The other 93 responses were all above 30.

These findings suggest that the administrators in the student affairs division of Public University regularly employ each of the five competencies measured by the LAI (Focused Drive, Emotional Intelligence, Trusted Influence, Conceptual Thinking, and Systems Thinking). This finding is also supported by the mean scores yielded by the data analysis. The following mean scores were all derived from the data collected and

presented from lowest to highest: 37.95, 39.26, 40.42, 40.68, and 41.26. The difference between the lowest and highest reported means is only 3.31.

This finding suggests that administrators in the student affairs division at Public University have the ability to use whichever competency they feel best fits the situation they are facing at any given time. This finding is congruent with the commonly held belief that one of the most desirable traits that an effective leader must have is the ability to switch between styles in order to best fit any given situation (Boyatzis et al., 2002).

Furthermore, the mean scores reported on all of the five items were as follows: Focused Drive: 39.26, Emotional Intelligence: 40.42, Trusted Influence: 41.26, Conceptual Thinking: 40.68, and Systems Thinking: 37.95. Hendricks performed a study in 2004 that included 39 selected administrators from Public University and he reported the following mean scores using the same instrument: Focused Drive: 39.29, Emotional Intelligence: 39.31, Trusted Influence: 40.47, Conceptual Thinking: 38.97, and Systems Thinking: 37.84 (Hendricks, 2004).

These data very closely mimic each other. The largest difference in mean scores between the two studies was found on the Conceptual Thinking competency and the difference is only 1.71. The lowest reported score in both studies was found on the same competency, the Systems Thinking competency, which yielded a 37.84 in the Hendricks study and a 37.95 in this study.

Additionally, the highest reported scores were also found on the same items. The reported mean score on the Trusted Influence competency was found to be a 40.47 in the Hendricks study and a 41.26 in this study. This study was congruent with the 2004 Hendricks study, both drawing the conclusion that all of the selected leaders ascribed to

all of the five competencies examined (Hendricks, 2004). This is a desirable outcome according to the literature base, since research has frequently shown that leaders need to act differently in different situations in order to be successful (Carducci et al., 2006).

In order to augment these data, information was collected from participants in the form of an interview. Subjects were asked what key traits and competencies they felt were important for a leader to have in their position. Forty one different responses were given, and 90 total answers were provided. Of these 90 answers only five did not fall into any of the five competencies examined by the LAI. These five responses were from three different answers. These answers were that leaders need a tough skin (reported by 1 participant), they need good co-workers (reported by 2 subjects), and they need to be able to prioritize (reported by 2 subjects). Every other remaining answer was based in one of the five competencies, with a relatively even spread.

This mixed method design of research allowed for the collection of more reliable data to support the finding that senior level administrators in the division of student affairs at Public University do not exhibit any strong preference for any one of the five competencies examined by the study. Instead they report having the ability to switch between each as needed.

This finding is derived from the fact that the average of all the scores reported by every participant was around the high 30s and low 40s. The highest mean was 41.26 out of a possible 50.00 and the lowest was 37.95 out of a possible 50.00. When all the mean scores were averaged together the end result was a 39.914, implying a strong (but not terminal) affinity for all of the competencies examined, and thus no strong dislikes were found throughout the entirety of the study.

Reasons for Leadership Methodology

During the interview subjects were also asked why they chose to lead as they did. This question was left completely open ended, however only nine different answers were presented. Of these nine different responses three were very frequently reported. The most common answer was that the subject's leadership was merely an "extension of their personality." This was reported by 10 (53%) of the subjects. A very close second most common answer was that the subject leads in a way that their experience has taught them works, 9 (47%) of respondents pointed this out. The third most common answer was reported by 7 (37%), this was that they prefer to lead by example.

When these data are coupled with the findings from the LAI new ideas begin to emerge. Perhaps administrators in senior level positions at Public University are of certain personality types. Because participants placed so much emphasis on the idea that their leadership was "just who they are" a measurable implication is that they are not intentionally trying to switch between any of the five styles examined during the study, but rather simply competent in all of those competencies as a person, rather than as a leader or administrator. Furthermore, it is possible that there is no intentional effort for an affinity for all five competencies.

Research Question 2: What traits do selected leaders in student affairs feel are the most favorable for other leaders to have as well as themselves?

Research question two was analyzed using a content analysis procedure (Appendix F). The data pertaining to this question were collected via an interview. Nineteen total interviews were conducted, 15 with directors, three with executive assistant vice presidents and one with the vice president (interim). The question

presented was phrased as “What key traits, and competencies do you feel it is important for a leader in your position to have?” Forty-two different answers were given, while the total number of responses was 90, as participants were allowed to give as many answers as they wished.

The most common response to the interview item was “communication skills.” This was the number one ranked response with 9 (47%) of participants mentioning this broad trait. The second most frequent response to the item was the importance of knowing your co-workers, 8 (42%) of participants provided this as an answer. The third most frequent response was the importance of collaboration, with 6 (32%) of the participants providing this as an answer. Of the 42 different total responses, 20 (48%) were only reported by one participant, and not repeated by anyone else throughout the entirety of the study.

Most of the responses to this question involved good relationships with co-workers or care, empowerment, and keeping them motivated. All of the responses in this category fall into the emotional intelligence and trusted influence competency discussed in chapter two. These findings suggest that most administrators at the senior level at Public University put a strong emphasis on relationships with co-workers, and empowering them. However, the mean score of the LAI results measuring the emotional intelligence score were only the third highest in the study, the results measuring trusted influence however were found to be the highest in the study.

Warren Bennis has frequently reported that the ability to empower co-workers is one of the most important traits a leader can have (1990). These data support the idea

that selected administrators at Public University ascribe to this belief and thus frequently reported this trait during the interview.

The commonly occurring themes of caring and empathy are also congruent with the current literature as being highly desirable and important traits for a leader to possess. Currently leadership is described in terms of relationships with fellow co-workers rather than in terms of how an individual directs followers (Eddy & VanDerLinden, 2006). This could help to explain why very few responses hinged on ideals of direction of followers rather than relationships with them. It is also important to note that the word “followers” was never stated by any of the 19 participants in the study. Rather the word “co-workers” or something similar was used.

The importance of collaboration is congruent with the current literature as well. It has been reported that competencies like cross-cultural understanding, collaboration, concern for others, and social responsibility are becoming the norm (Carducci et al., 2006). The results of this study strongly support this ideology.

It is interesting to note that although emotional intelligence was not the most frequently ascribed to leadership competency, it was the most frequently mentioned during all of the interviews conducted.

Emphasis was also placed on knowledge about the student affairs field, position, students and co-workers. This was the second most frequent category of responses to the interview. All of these traits mentioned fell into the Systems Thinking and Conceptual Thinking categories. This finding suggests that most administrators put staff first, but keep in mind the workings of Public University and completing tasks.

Several of the reported common themes were also found in a 2003 study looking at community college presidents (Boggs, 2003). The presidents who participated in the study were asked what traits they felt were important for a good leader to possess, communication skills, and relationships were once again frequently reported as they were in this study (Boggs, 2003).

Despite these findings it is important to note that leadership is seldom tangible and measurable (Birnbaum, 1988). While these data do suggest some common themes it is difficult to say to what degree these common themes are used by the subjects in their daily actions, and more difficult still to say whether they are truly effective.

Research Question 3: What do the selected leaders in student affairs at Public University feel are the most pressing concerns in their profession?

This question was examined using the interview and while 25 different responses arose one was overwhelmingly reported; the issue of the shrinking budget that Public University has to work with each fiscal year. Of the 19 total participants, 15 mentioned the budget as a concern, providing it as the first answer given to the question. The second most prevalent concern focused on student issues. Items like the cost of education to the student, student learning outcomes, students with psychological issues, and changing student populations were all voiced as concerns.

From these data it is reasonable to note that while the budget is the most pressing concern in most administrator's minds, the safety, security, and education of students is also a high concern for the administrators in the student affairs division. Also it should be noted that some of the data collection pertaining to this concern occurred directly after the spring 2007 Virginia Tech shooting tragedy, and this may have influenced

participants in raising issues of student safety and security to be reported more frequently than would have otherwise been the case.

Research Question 4: How do selected leaders at Public University use their leadership in addressing the identified concerns?

Of the 19 total interviews conducted in the study, 18 subjects reported that their method of leadership tied into their concerns. No research has yet been conducted on this issue so there is no basis for comparison. However, because 95% of the participants reported a positive answer it can be assumed that the dominant belief within the division of student affairs at Public University is that in most cases concerns fell under the Focused Drive competency.

Another possible explanation for this finding comes from the fact that most subjects reported that the way they lead is an extension of their personality. The personality of the subjects also drove personal concerns. Therefore, it can be observed that both concerns and leadership practice are derived from the same source, the underlying personality of the subject, and as a result they are inherently linked (Linkage, Inc, n.d.).

Conclusions

The findings of this study suggest that the leadership practice the subjects ascribe to is on very rare occasion a conscious effort. Almost every subject 18 (95%) reported that their leadership comes from their personality and personal experience, with only one participant reporting that he/she uses current research to mold his/her leadership practice. Additionally, of the five competencies measured by the LAI no single one was identified

significantly more or less than any other. This suggests that administrators in student affairs at Public University simply “do what works best” as reported by one subject.

When asked about concerns, all the subjects mentioned at least one item that focused on the student population rather than the institution; although the question was phrased to ask administrators about their concerns for student affairs, and not necessarily the student body. This implies a very heavy emphasis placed on the student rather than the profession at Public University. While budget was the most frequently voiced concern it was almost always followed by an example of how the budget crisis affects students, and interestingly not how it affects the university.

The concerns examined in the study were found to be very deeply intertwined with the leadership competencies of the subjects. This strong link creates an interesting “chicken or the egg” type of conundrum. Do the concerns drive the leadership patterns or the leadership patterns drive the concerns? When asked this question as a probe, it was very often reported that while both the concerns and leadership of each individual subject were derived from their own personality, leadership practices were often crafted to best address the concerns that each subject reported. In other words it was more common to find that the concerns drove the leadership patterns. Additionally, it has been reported in the current literature that the values held by employees have changed, and the demands placed on colleges and universities have changed as well. In accordance to these demands, in order for leaders to be effective they need to adapt to fit new surroundings, new-coworkers, and new concerns (Carducci et al., 2006).

Recommendations for Future Research

The following recommendations are made for further research:

1. A larger study encompassing more than one institution would allow for more generalizable results.
2. Instead of administering the LAI only once it would be interesting to administer it once in the beginning of the scholastic year and again at the end in order to compare and contrast the results.
3. It is also recommended that a future study examine both the academic and student affairs sides of administration to determine if there are any significant differences between the leadership and concerns of both divisions in higher education.
4. Several personality patterns seemed to emerge from the interview data, a study utilizing the same instruments plus the *Meyers-Briggs Personality Type Indicator* should be conducted.

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APPENDIX A

Leadership Assessment Instrument (LAI)

LINKAGE
INCORPORATED

Leadership

*Instrument*TM

Self-Managed Assessment

Completing the LAI

DIRECTIONS

- On pages 6-10 of the LAI Self-Managed Assessment are 75 items, each describing a specific leadership behavior. Using the scale below, rate how often you demonstrate each behavior. Write the score in the corresponding numbered box on this page (working from top to bottom).

- 1 = Rarely Demonstrate**
2 = Sometimes Demonstrate
3 = Often Demonstrate
4 = Very Often Demonstrate
5 = Almost Always Demonstrate

- After completing the 75 items, tear the top sheet from the page. The scores you entered will have been copied to the worksheet underneath, "Calculating Your Results."

Example: If you believe you "often" demonstrate the behavior described by item 1, write a "3" in box 1 below.

1	16	31	46	61
3				

1	16	31	46	61
2	17	32	47	62
3	18	33	48	63
4	19	34	49	64
5	20	35	50	65
6	21	36	51	66
7	22	37	52	67
8	23	38	53	68
9	24	39	54	69
10	25	40	55	70
11	26	41	56	71
12	27	42	57	72
13	28	43	58	73
14	29	44	59	74
15	30	45	60	75

Leadership Assessment Questionnaire

In my day-to-day work as a leader, I...

Maintain focus when disruptions might detract attention from key issues and objectives.

Act decisively to make things happen.

Exhibit consideration of the feelings of others when or before taking action.

Create a positive environment through the use of sincerity and optimism.

Create a view of the future that motivates others.

Display trust in others by giving them additional responsibilities.

Ask "What if?" questions to test assumptions and challenge the status quo.

Search for and conceptualize the underlying or systemic causes that drive a problem.

Take steps to make sure that new ideas are integrated with established procedures or processes.

Display rigor and discipline in my thinking in difficult situations.

Successfully provide a visible anchor for others in times of great change, e.g., by reaffirming key goals or values.

Use a variety of methods (reason, inspiration, etc.) to help individuals attain higher levels of performance.

Represent and articulate viewpoints in a way that positively influences the dialogue.

Use fact and argument to create a meeting of the minds among stakeholders with differing viewpoints.

Fashion solutions by synthesizing and applying relevant information or data.

RATING SCALE

1	2	3	4	5
Rarely Demonstrate behavior	Sometimes Demonstrate behavior	Often Demonstrate behavior	Very Often Demonstrate behavior	Almost Always Demonstrate behavior

Am able to pick out and target the projects or initiatives that require special attention.

Strive to set and achieve ambitious goals rather than settling for the safety of achievable results.

Treat each person differently according to his or her own unique makeup.

Demonstrate maturity in reassuring teams and/or individuals in the face of setbacks.

Gain the trust and loyalty of others by fulfilling the commitments I make to them.

Display confidence in individuals by delegating key tasks or functions.

Seek better solutions to problems instead of falling back on obvious ones.

Intuitively form ideas that clarify the many possibilities in a complex situation.

Adhere to processes to make sure that the right people are involved in a project.

Thoughtfully reach decisions by reviewing ideas and assumptions with key individuals within the organization.

Help detect or resolve team breakdowns resulting from change.

Help others recognize their areas of weakness in a constructive, beneficial manner.

Communicate effectively with individuals up, down, and across the organization.

Balance the interests of different constituencies to reach "win-win" solutions.

Employ thorough analysis and pragmatism to sort through options and reach timely decisions.

RATING SCALE

1	2	3	4	5
Rarely Demonstrate behavior	Sometimes Demonstrate behavior	Often Demonstrate behavior	Very Often Demonstrate behavior	Almost Always Demonstrate behavior

34. Display single-mindedness in directing energy at key targets.
35. Overcome potential stumbling blocks to achieve an objective.
36. Take into account the impact of emotions and feelings on a situation.
37. Demonstrate an ability to control and filter emotions in a constructive way.
38. Stimulate strong commitment to collective efforts through praise and recognition of individual contributions.
39. Display a strong commitment to the success of others by providing clear feedback on issues or behavior.
40. Demonstrate an ability to create new business ideas by thinking out of the box.
41. Make connections between and among information, events, etc. that reveal key issues or opportunities.
42. Talk about and perceive the organization in terms of critical and highly interrelated work processes.
43. Crystallize thoughts by deliberately and systematically steering through ambiguity and information clutter.
44. Am able to convince others of the need for change due to critical organizational objectives.
45. Identify and confront critical developmental issues or barriers with respect to peers, reports, etc.
46. Distill ideas into focused messages that inspire support or action from others.
47. Find common ground to accommodate the conflicting needs and wants of different stakeholders.
48. Spot what is at the root of a problem; i.e., distinguish its symptoms from its causes.

RATING SCALE

1	2	3	4	5
Rarely Demonstrate behavior	Sometimes Demonstrate behavior	Often Demonstrate behavior	Very Often Demonstrate behavior	Almost Always Demonstrate behavior

56. Focus on key tasks when faced with limited time and/or resources.

57. Display a willingness to do whatever it takes to get it done.

58. Understand the various psychological and emotional needs of people.

59. Model how to handle failure by accepting setbacks with grace and renewed determination.

60. Set a clear example for others by following through on important commitments.

61. Give others the power to participate in decision making and to share in the responsibility.

62. Demonstrate creativity in developing and/or improving ideas and concepts better.

63. Come up with new concepts or distinctions that better organize the interpretation of ambiguous data, information, or events.

64. Ensure successful implementation by building and connecting processes within the organization.

65. Critically and thoroughly analyze the data available on alternatives when seeking the best solution to a problem.

66. Learn and develop new skills or behaviors to adapt to constant, sometimes turbulent change.

67. Instill a sense of confidence in others—even those who are convinced that "they can't do it."

68. Present opinions accurately and persuasively—both one-on-one and to a group.

69. Persuasively use relevant data or information to gain the needed sponsorship or buy-in from others.

70. Break down a problem or a situation into discrete parts that are easier to manage.

RATING SCALE

1	2	3	4	5
Rarely Demonstrate behavior	Sometimes Demonstrate behavior	Often Demonstrate behavior	Very Often Demonstrate behavior	Almost Always Demonstrate behavior

Devote at least 80 percent of my time to the top 20 percent of my priority list.

Display stamina and energy over the long term in achieving high standards of performance.

Consider the impact of my own behavior or decisions on other people.

Consistently express myself in moods that invite participation and open up communication.

Inspire dedication to the organization's shared goals and values through my own visible actions.

Provide whatever is needed to help others take charge of their work and successfully produce results.

Create innovative concepts that have growth or profit potential.

Ask questions to try to form a complete picture of seemingly unrelated information, events, etc.

Demonstrate a commitment to build processes by documenting critical action steps and organizational learnings.

Think through problems in a logical and well-organized fashion.

Recognize and help remedy individual or collective barriers to the implementation of change.

Help others work their way through problems or crises.

Effectively communicate to all those who need to be informed.

Reach agreements with individuals (internal and external) for the benefit of the organization.

Figure out how to solve problems, even those that appear hopeless.

Go on to
Step Three

RATING SCALE

1	2	3	4	5
Rarely Demonstrate behavior	Sometimes Demonstrate behavior	Often Demonstrate behavior	Very Often Demonstrate behavior	Almost Always Demonstrate behavior

Calculating Your Results

DIRECTIONS

1. Total each of the ten rows of five **Competencies Item Scores**, writing each total in the box indicated by the arrow in the **Component Scores** column. (Each score should be between 5 and 25.)

2. Calculate the total of each pair of component scores, writing the result in the box in the **Competencies Scores** column. (Each score should be between 10 and 50.)

3. Total each of the five rows of five **Skills Item Scores**, writing each total in the box indicated by the arrow in the **Skills Scores** column. (Each score should be between 5 and 25.)

4. If you wish to transfer your numeric results to a visual display, turn to page 11 in your Self-Managed Assessment booklet. Otherwise, continue with "Step Three: Understand the Leadership Assessment Instrument" on page 12.

Example:

$$\begin{array}{r} 1 \quad 16 \quad 31 \quad 46 \quad 61 \\ 3 + 2 + 2 + 2 + 3 = 12 + 19 = 31 \text{ Focused Drive} \\ 2 \quad 17 \quad 32 \quad 47 \quad 62 \\ 4 + 5 + 3 + 3 + 4 = \dots \end{array}$$

Competencies Item Scores

Component Scores

Competencies Scores

$$\begin{array}{r} 1 \quad 16 \quad 31 \quad 46 \quad 61 \\ \square + \square + \square + \square + \square = \square + \square = \square \text{ Focused Drive} \\ 2 \quad 17 \quad 32 \quad 47 \quad 62 \\ \square + \square + \square + \square + \square = \dots \end{array}$$

$$\begin{array}{r} 3 \quad 18 \quad 33 \quad 48 \quad 63 \\ \square + \square + \square + \square + \square = \square + \square = \square \text{ Emotional Intelligence} \\ 4 \quad 19 \quad 34 \quad 49 \quad 64 \\ \square + \square + \square + \square + \square = \dots \end{array}$$

$$\begin{array}{r} 5 \quad 20 \quad 35 \quad 50 \quad 65 \\ \square + \square + \square + \square + \square = \square + \square = \square \text{ Trusted Influence} \\ 6 \quad 21 \quad 36 \quad 51 \quad 66 \\ \square + \square + \square + \square + \square = \dots \end{array}$$

$$\begin{array}{r} 7 \quad 22 \quad 37 \quad 52 \quad 67 \\ \square + \square + \square + \square + \square = \square + \square = \square \text{ Conceptual Thinking} \\ 8 \quad 23 \quad 38 \quad 53 \quad 68 \\ \square + \square + \square + \square + \square = \dots \end{array}$$

$$\begin{array}{r} 9 \quad 24 \quad 39 \quad 54 \quad 69 \\ \square + \square + \square + \square + \square = \square + \square = \square \text{ Systems Thinking} \\ 10 \quad 25 \quad 40 \quad 55 \quad 70 \\ \square + \square + \square + \square + \square = \dots \end{array}$$

Skills Item Scores

Skills Scores

$$\begin{array}{r} 11 \quad 26 \quad 41 \quad 56 \quad 71 \\ \square + \square + \square + \square + \square = \dots \rightarrow \square \text{ Change Management} \\ 12 \quad 27 \quad 42 \quad 57 \quad 72 \\ \square + \square + \square + \square + \square = \dots \rightarrow \square \text{ Coaching/Mentoring} \\ 13 \quad 28 \quad 43 \quad 58 \quad 73 \\ \square + \square + \square + \square + \square = \dots \rightarrow \square \text{ Communication} \\ 14 \quad 29 \quad 44 \quad 59 \quad 74 \\ \square + \square + \square + \square + \square = \dots \rightarrow \square \text{ Negotiation} \\ 15 \quad 30 \quad 45 \quad 60 \quad 75 \\ \square + \square + \square + \square + \square = \dots \rightarrow \square \text{ Problem Solving} \end{array}$$

APPENDIX B

Informed Consent Form

INFORMED CONSENT

By signing this form I agree to participate in a study entitled "Leadership Issues, Concerns, and Competencies of Senior Level Student Affairs Professionals: A Study of a 4 Year Public University" which is being conducted by Todd Brelsford, a graduate student at Rowan University. The purpose of this study is to analyze the leadership competencies reported by student affairs professionals working in public 4 year institutions in the State of New Jersey, as well as some of the concerns that administrators may have about their field within the next five years. The data collected for this study will be used as part of his Master's Thesis.

I understand that I will be asked to answer questions on a survey and in an interview conducted by the researcher. I understand that the survey instrument is designed to examine the presence of different aspects of my chosen methods of leadership, not to assess the effectiveness of them. I further understand that the informal interview will examine my concerns as a student affairs professional.

I understand that my responses will remain anonymous, and that all data collected in the study will be confidential. I agree that any information obtained from this study may be used for the purposes of this research project and for no others, and that I will not be identified and my name will not be used at any time.

If I have any questions regarding this research project, I may contact Dr. Burton Sisco at (856) 256-4000 ext.3717 or via e-mail at sisco@rowan.edu or Todd Brelsford at (609) 970-8869 or via e-mail at brelsf92@studetns.rowan.edu.

(Signature of Participant)

(Date)

(Signature of Investigator)

(Date)

APPENDIX C

Interview Protocol

Leadership Interview

Institution _____

Name _____

Position _____

Number of Years at Institution _____

Number of Years in Current Position _____

1. What key traits and competencies do you feel it is important for a leader in your position to have?
2. What are the biggest concerns you have about your field within the next five years?
3. What concerns do you have as an individual (person not office), as an administrator in your position, and as a person (family, stress, ext.)
4. Why do you choose to lead the way you lead?

5. Do you feel that your method of leadership ties into your concerns?
6. How does your leadership help with your concerns if at all?
7. Why did you choose to work in your current position?
8. Is there anything else you would like to add, or that you feel is valuable knowledge in terms of your concerns?

APPENDIX D

IRB Form

Rowan University
INSTITUTIONAL REVIEW BOARD
HUMAN RESEARCH REVIEW APPLICATION

OK
RECEIVED JAN 26 2007

INSTRUCTIONS: Check all appropriate boxes, answer all questions completely, include attachments, and obtain appropriate signatures. Submit an **original and two copies** of the completed application to the Office of the Associate Provost.

NOTE: **Applications must be typed.**
Be sure to make a copy for your files.

FOR IRB USE ONLY:

Protocol Number: IRB- 2007-114

Received: _____ Reviewed: _____

Exemption: ☐ Yes ☐ No

Category(ies): _____

Approved 2/21/07 (date)

Step 1: Is the proposed research subject to IRB review?

All research involving human participants conducted by Rowan University faculty and staff is subject to IRB review. Some, but not all, student-conducted studies that involve human participants are considered research and are subject to IRB review. Check the accompanying instructions for more information. Then check with your class instructor for guidance as to whether you must submit your research protocol for IRB review. If you determine that your research meets the above criteria and is not subject to IRB review, **STOP**. You do not need to apply. If you or your instructor have any doubts, apply for an IRB review.

Step 2: If you have determined that the proposed research is subject to IRB review, complete the identifying information below.

Project Title:

Leadership Competencies of Selected Student Affairs Professionals: A Study of 4 Year Colleges In The State of New Jersey

Researcher: Todd Brelsford

Department: Educational Leadership

Location: Education Hall

Mailing Address: 515 Mullica Hill Road Apt. E-108 (Street)

Glassboro, NJ 08028 (Town/State/Zip)

E-Mail: brelsf92@students.rowan.edu

Telephone: (609) 970-8869

Co-Investigator/s:

N/A

Faculty Sponsor (if student)* Dr. Burton Sisco

Department Educational Leadership

Location: Education Hall Rm. 3018

E-Mail: sisco@rowan.edu

Telephone: (856) 256-4000 ext. 3717

Step 3: Determine whether the proposed research eligible for an exemption from a full IRB review.

Federal regulations (45 CFR 46) permit the exemption of some types of research from a full IRB review. If your research can be described by one or more of the categories listed below, check the appropriate category(ies), complete questions 1-5, and complete the Assurances on the last page of the application.

If your research cannot be described by any of these categories, your research is not exempt, and you must complete the entire "Human Research Review Application."

- _____ **Category 1** - Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as: (a) research on regular and special education instructional strategies; or (b) research on the effectiveness of, or the comparison among, instructional techniques, curricula, or classroom management methods.
- X **Category 2** - Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior, unless: (a) information obtained is recorded in such a manner that the human participants can be identified, directly or through identifiers linked to the participants; and (b) any disclosure of the human participants' responses outside the research could reasonably place the participants at risk of criminal or civil liability or be damaging to the participants' financial standing, employability, or reputation.
(Note: Exemption for survey and interview procedures does not apply to research involving children. Exemption for observation of public behavior does not apply to research involving children except when the investigator does not participate in the activities being observed.)
- _____ **Category 3** - Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under Category 2 above if: (a) the human participants are elected or appointed public officials or candidates for public office; or (b) federal statute requires without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.
- _____ **Category 4** - Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that participants cannot be identified, directly or through identifiers linked to the participants.
- _____ **Category 5** - Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (a) public benefit or service programs; (b) procedures for obtaining benefits or services under those programs; (c) possible changes in or alternatives to these programs or procedures; or (d) possible changes in methods or levels of payment for benefits or services under those programs.
- _____ **Category 6** - Taste and food quality evaluation and consumer acceptance studies: (a) if wholesome foods without additives are consumed; or (b) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.
(Note: Exemption categories cannot be applied to research involving fetuses, pregnant women, human in vitro fertilization, or prisoners.)

Please answer Questions 1-5 below

1. WHAT IS THE OBJECTIVE OF THE RESEARCH?

This project aims to analyze common trends in the leadership competencies reported by student affairs professionals at 4 year public New Jersey institutions using a standardized assessment instrument. Furthermore an informal interview will aid in identifying some of the concerns that these individuals believe they will face within the next five years. At no point will any participant or university be tied to responses on the instrument or interview.

2. DESCRIBE THE DESIGN OF THE RESEARCH INCLUDING WHAT WILL BE REQUIRED OF SUBJECTS (ATTACH ADDITIONAL SHEET IF NECESSARY):

The research will use the LAI provided by Linkage Inc. to assess leadership competencies. This instrument will be supplemented by an informal interview conducted by the researcher. Subjects are asked to complete the LAI and participate in the interview. A copy of the instrument, interview and informed consent form are attached. Once again no institution or administrator will be tied to the results of either the LAI or interview. Institutions will only be specifically named in regards to which colleges and universities participated.

3. DESCRIBE THE SUBJECTS WHO WILL BE PARTICIPATING (NUMBER, AGE, GENDER, ETC):

The subjects are comprised of VP's for Student Affairs, their executive assistants, and the Deans of Students at various public 4 year colleges and universities in New Jersey

4. DESCRIBE HOW SUBJECTS WILL BE RECRUITED (e.g. ADVERTISEMENTS, ANNOUNCEMENTS IN CLASS, E-MAIL, INTERNET)

Subjects will be initially recruited through a letter, then a follow up e-mail and phone call if there is no response to the letter.

5. WHERE WILL THE RESEARCH BE CONDUCTED:

Research will be conducted on the site of where each administrator is employed.

NOTE: IF THE RESEARCH IS TO BE CONDUCTED IN ANOTHER INSTITUTION (e.g. A SCHOOL, HOSPITAL, AGENCY, etc.) A PERMISSION LETTER FROM AN ADMINISTRATOR ON THE LETTERHEAD OF THAT INSTITUTION MUST BE ATTACHED.

IF THE RESEARCH IS TO BE CONDUCTED AT ANOTHER UNIVERSITY, A SIGNED COPY OF THE IRB APPROVAL FORM FROM THAT UNIVERSITY MUST BE ATTACHED.

ATTACH THE CONSENT FORM TO THIS APPLICATION. The Consent Form must address all of the elements required for informed consent (SEE INSTRUCTIONS).

NOTE: IF THE ONLY RECORD LINKING THE SUBJECT AND THE RESEARCH WOULD BE THE CONSENT DOCUMENT, AND THE RESEARCH PRESENTS NO MORE THAN MINIMAL RISK OF HARM TO SUBJECTS, YOU MAY USE AN ALTERNATIVE PROCEDURE FOR CONSENT. IF YOU WISH TO REQUEST PERMISSION FROM THE IRB TO USE AN ALTERNATIVE PROCEDURE, ATTACH A COPY OF THE FIRST PAGE OF YOUR RESEARCH INSTRUMENT OR A LETTER WITH THE REQUIRED INFORMATION (see Instructions).

If you are requesting an exemption from a full IRB review, STOP. Complete the last page of this application ("Certifications"), and forward the completed (typed) application to the Office of the Associate Provost for Research, The Graduate School, Memorial Hall.

IF YOU CANNOT CLAIM ONE OF THE EXEMPTIONS LISTED ABOVE, COMPLETE ALL OF THE ABOVE AS WELL AS THE FOLLOWING ADDITIONAL QUESTIONS FOR A FULL IRB REVIEW.

Does your research involve a special population?

- ☐ Socioeconomically, educationally, or linguistically disadvantaged racial/ethnic group
- ☐ Pregnancy/fetus
- ☐ Cognitively impaired
- ☐ Elderly
- ☐ Terminally ill
- ☐ Incarcerated
- ☐ No special population

At what level of risk will the participants in the proposed research be placed?

(Note: "Minimal risk" means that the risks of harm anticipated in the proposed research are not greater, considering probability and magnitude, than those ordinarily encountered in daily life or during performance of routine physical or psychological examinations or tests. The concept of risk goes beyond physical risk and includes risks to the participant's dignity and self-respect as well as psychological, emotional, or behavioral risk.)

☐ Minimal Risk ☐ More than Minimal Risk ☐ Uncertain

1. HOW WILL SUBJECTS BE RECRUITED? IF STUDENTS, WILL THEY BE SOLICITED FROM CLASS?

2. WHAT RISKS TO SUBJECTS (PHYSIOLOGICAL AND/OR PSYCHOLOGICAL) ARE INVOLVED IN THE RESEARCH?

3. IS DECEPTION INVOLVED IN THE RESEARCH? IF SO, WHAT IS IT AND WHY WILL IT BE USED?

4. WHAT INFORMATION WILL BE GIVEN TO THE SUBJECTS AFTER THEIR PARTICIPATION? IF DECEPTION IS USED, IT MUST BE DISCLOSED AFTER PARTICIPATION.

5. HOW WILL CONFIDENTIALITY BE MAINTAINED? WHO WILL KNOW THE IDENTITY OF THE SUBJECTS? IF A PRE-AND POSTTEST DESIGN IS USED, HOW WILL THE SUBJECTS BE IDENTIFIED?

6. HOW WILL THE DATA BE RECORDED AND STORED? WHO WILL HAVE ACCESS TO THE DATA? ALL DATA MUST BE KEPT BY THE PRINCIPAL INVESTIGATOR FOR A MINIMUM OF THREE YEARS.

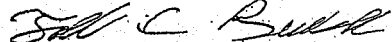
CERTIFICATIONS:

Rowan University maintains a Federalwide Assurance (FWA) with the Office of Human Research Protection (OHRP), U.S. Department of Health & Human Services. This Assurance includes a requirement for all research staff working with human participants to receive training in ethical guidelines and regulations. "Research staff" is defined as persons who have direct and substantive involvement in proposing, performing, reviewing, or reporting research and includes students fulfilling these roles as well as their faculty advisors.

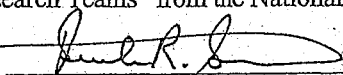
Please attach a copy of your "Completion Certificate for Human Participant Protections Education for Research Teams" from the National Institutes of Health.

If you need to complete that training, go to the Web Tutorial at <http://cme.nci.nih.gov/>

Responsible Researcher: I certify that I am familiar with the ethical guidelines and regulations regarding the protection of human participants from research risks and will adhere to the policies and procedures of the Rowan University Institutional Review Board. I will ensure that all research staff working on the proposed project who will have direct and substantive involvement in proposing, performing, reviewing, or reporting this research (including students fulfilling these roles) will complete IRB approved training. I will not initiate this research project until I receive written approval from the IRB. I agree to obtain informed consent of participants in this project if required by the IRB; to report to the IRB any unanticipated effects on participants which become apparent during the course or as a result of experimentation and the actions taken as a result; to cooperate with the IRB in the continuing review of this project; to obtain prior approval from the IRB before amending or altering the scope of the project or implementing changes in the approved consent form; and to maintain documentation of consent forms and progress reports for a minimum of three years after completion of the final report or longer if required by the sponsor or the institution. I further certify that I have completed training regarding human participant research ethics within the last three years as indicated below my signature.

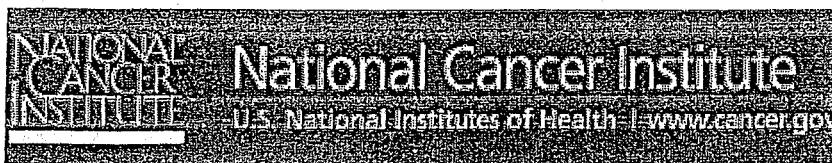
Signature of Responsible Researcher:  Date: 11/25/07

Faculty Advisor (if Responsible Researcher is a student): I certify that I am familiar with the ethical guidelines and regulations regarding the protection of human participants from research risks. I further certify that I have completed training regarding human participant research ethics within the last three years as indicated below my signature (attach copy of your "Completion Certificate for Human Participant Protections Education for Research Teams" from the National Institutes of Health).

Signature of Faculty Advisor:  Date: 11/25/07

APPENDIX E

Certification to Work with Human Subjects



Human Participant Protections Education for Research Teams

Completion Certificate

This is to certify that

Todd Brelsford

has completed the **Human Participants Protection Education for Research Teams** online course, sponsored by the National Institutes of Health (NIH), on 09/18/2006.

This course included the following:

- key historical events and current issues that impact guidelines and legislation on human participant protection in research.
- ethical principles and guidelines that should assist in resolving the ethical issues inherent in the conduct of research with human participants.
- the use of key ethical principles and federal regulations to protect human participants at various stages in the research process.
- a description of guidelines for the protection of special populations in research.
- a definition of informed consent and components necessary for a valid consent.
- a description of the role of the IRB in the research process.
- the roles, responsibilities, and interactions of federal agencies, institutions, and researchers in conducting research with human participants.

National Institutes of Health
<http://www.nih.gov>

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APPENDIX F

Rules and Procedures for Logical Analysis of Written Data

APPENDIX F: RULES AND PROCEDURES FOR LOGICAL ANALYSIS OF WRITTEN DATA

The following decisions were made regarding what was to be the unit of data analysis (Sisco, 1981):

1. A phrase or clause will be the basic unit of analysis.
2. Verbiage not considered essential to the phrase or clause will be edited out—e.g., articles of speech, possessives, some adjectives, elaborative examples.
3. Where there is a violation of convention syntax in the data, it will be corrected.
4. Where there are compound thoughts in a phrase or clause, each unit of thought will be represented separately (unless one was an elaboration of the other).
5. Where information seems important to add to the statement in order to clarify it in a context, this information will be added to the unit by using parentheses.

The following decisions were made regarding the procedures for categorization of content units:

1. After several units are listed on a sheet of paper, they will be scanned in order to determine differences and similarities.
2. From this tentative analysis, logical categories will be derived for the units.
3. When additional units of data suggest further categories, they will be added to the classification scheme.
4. After all the units from a particular question responses are thus classified, the categories are further reduced to broader clusters (collapsing of categories).

5. Frequencies of units in each cluster category are determined and further analysis steps are undertaken, depending on the nature of the data-- i.e., ranking of categories with verbatim quotes which represent the range of ideas or opinions. (p. 177).